Westborough Public Schools

Grade 4 "I can" Statements

End of Year Goals

Operations and Algebraic Thinking
1. I can understand and explain that multiplication fact problems can be seen as comparisons of groups (e.g., 24 = 4 x 6 can be thought of as 4 groups of 6 or 6 groups of 4). 4.OA.1
2. I can multiply or divide to solve word problems by using drawings or writing equations, and solving for a missing number. 4.OA.2
3. I can use what I know about addition, subtraction, multiplication, and division to solve multi-step word problems involving whole numbers. 4.OA.3
4. I can represent word problems by using equations with a letter standing for the unknown number. 4.OA.3
5. I can determine how reasonable my answers to word problems are by using estimation, mental math, and rounding. 4.OA.3
6. I can find all factor pairs for a number from 1 to 100. 4.OA.4
7. I can explain the relationship between factors and multiples. 4.OA.4
8. I can determine whether any number 0-100 is a multiple of a given number. 4.OA.4
9. I can determine whether a given whole number up to 100 is a prime or composite number. 4.OA.4
10. I can create a number or shape pattern that follows a given rule. 4.OA.5
11. I can notice different features of a pattern once it is created by a rule. 4.OA.5

Number and Operations in Base Ten
1. I can recognize that in whole numbers, a digit in the 1s place represents 10 times what it represents in the place to its right. 4.NBT.1
2. I can read and write larger whole numbers using numerals, words, and expanded form. 4.NBT.2
3. I can compare two large numbers using symbols to show the comparison. 4.NBT.2
4. I can round large whole numbers to any place. 4.NBT.3

5. I can add and subtract large numbers. 4.NBT.4
6. I can multiply a whole number up to four digits by a one-digit whole number. 4.NBT.5
7. I can multiply 2 two-digit numbers using place value and property strategies using equations, rectangular arrays, or area models. 4.NBT.5
8. I can find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors using strategies based on place value, properties, and/or the relationship between multiplication and division. 4.NBT.6

Number and Operations-Fractions

1. I can explain the concept of fraction equivalence, and recognize and generate equivalent fractions using visual models. 4.NF.1
2. I can compare two fractions with different numerators and different denominators by creating common denominators or numerators, or by comparing them to a benchmark fraction like one-half. 4.NF.2
3. I can recognize that comparisons of fractions are valid only when the two fractions refer to the same whole. 4.NF.2
4. I can compare fractions using symbols and justify the comparison by using models. 4.NF.2
5. I can decompose a fraction into a sum of fractions and prove my decomposition using equations and visual models. 4.NF.3
6. I can understand addition and subtraction of fractions as joining and separating parts referring to the same whole. 4.NF.3
7. I can decompose a fraction into a sum of fractions with the same denominator. 4.NF.3
8. I can add and subtract fractions and mixed numbers with like denominators using a variety of strategies. 4.NF.3
9. I can solve addition and subtraction fraction word problems with like denominators using visual models and equations. 4.NF.3
10. I can multiply a fraction by a whole number using visual models and equations. 4.NF.4
11. I can solve word problems involving multiplication of a fraction by a whole number using visual models and equations. 4.NF.4
12. I can show a fraction with a denominator of 10 as an equivalent fraction with a denominator of 100 to add the two fractions 4.NF.5
13. I can explain the relationship between fractions and decimals and use decimals to show fractions with denominators of 10 & 100. 4.NF.6
14. I can compare two decimals to hundredths by reasoning about their size and can prove my thinking using a visual model. 4.NF.7

Measurement and Data
1. I can show that I know the relative size of measurement units within a single system. 4.MD.1 2. I can show the measurements of a larger unit in terms of smaller units and record these in a table. 4.MD.1 3. I can use the four operations (+, -, x, ÷) to solve word problems involving measurement; including simple fractions and decimals and can represent measurement quantities using diagrams such as a number line. 4.MD.2 4. I can use area and perimeter formulas to solve problems, and I can represent the context using a visual model. 4.MD.3 5. I can make a line plot to show measurements involving fractions.4.MD.4 6. I can solve word problems involving addition and subtraction of fractions by using information presented in line plots. 4.MD.4 7. I can recognize angles as geometric shapes where two rays share a common endpoint. 4.MD.5 8. I can explain that angles are measured with reference to a circle, with its center at the common endpoint of the rays. 4.MD.5 9. I can use a protractor to measure angles in whole-number degrees, and I can sketch angles of a specified measure. 41. 4.MD.6 10. I can determine the measurement of a larger angle using smaller angle measurements. 4.MD.7 11. I can find unknown angles using a variety of strategies. 4.MD.7 12. I can solve word problems and diagrams that involve unknown angle measurements by using an equation with a symbol for the unknown angle measure. 4.MD.7

Geometry
1. I can draw points, lines, line segments, rays, angles, and perpendicular & parallel lines and I can identify them in other shapes. 4.G.1 2. I can classify two-dimensional shapes based on what I know about their geometrical attributes. 4.G.2 3. I can classify two-dimensional figures based on their lines and angles. 4.G.2 4. I can recognize and identify right triangles. 4.G.2 5. I can recognize and draw lines of symmetry and I can recognize when a figure is symmetrical. 4.G.3